Introduction: The chart below outlines the content of the grade-by-grade, month-by-month structure of this curriculum guide.

Grade:	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
August/September	Content standards indicate what all students should know, understand, and be able to do. Individual Library-Information Literacy Standards 1-5 are emphasized on a month-by-month, grade-by-grade basis.	Benchmarks define our expectations for students' knowledge and skills along a developmental continuum in each content area. That continuum is focused at three points – the end of grade 4, the end of grade 8, and upon graduation (grade 12). The Essential Learning Expectations are specific statements of what all students should know and be able to do at a grade level. They describe a learning progression leading to a Benchmark. Terms in the Vocabulary column represent the words and ideas that a teacher and/or student should understand in relation to the ideas contained in the benchmarks and ELE statements. For Information Literacy/Library Media Content Standards 1, 2, and 3 the terms "plan," "do," and "review" refer to the Super3™ steps. Beginning in Grade 3, the Big6™ steps are introduced in the Vocabulary column. Visit www.big6.com for resources			Suggested assessment strategies will appear in each grade level and month table. Comprehensive systems of assessment, formative to summative, include formal and informal assessment as well as student generated evidence of learning.	Suggested reporting tools and approaches will appear in each grade level and month table.
October						
November						
December						
January						
February						
March						
April						
May/June						

Correlation to the Montana Common Core Standards for English Language Arts/Literacy and Mathematical Practices

Each Information Literacy/Library Media Standard is correlated to the College and Career Readiness Anchor Standards for English Language Arts and the Mathematical practices

Performance Rubrics

The rubrics contained in this framework establish a set of criteria describing students' performance, along a continuum from novice to advanced, that define how well they apply the knowledge and skills contained in the Essential Learning Expectations (ELE). In order to use these generic, analytical rubrics the teacher-librarian or classroom teacher must revise and customize them for specific tasks and assignments. Performance levels define the achievement in broad, general terms and address the question: "How well does a student apply the skills and processes expressed in the standards?" Novice level denotes that the student is beginning to attain the prerequisite knowledge and skills that are fundamental for work at each benchmark. Nearing Proficiency denotes that the student has partial mastery or prerequisite knowledge and skills fundamental for proficient work at each benchmark. "Proficient" denotes solid academic performance for each benchmark. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter. "Advanced" denotes superior performance.

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Month	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
August/September	Overview: Standards 1-5		n/a		Pre-test and formative assessments	assignment grades feedback forms self-assessments test reports

Month	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
October	**Standard 1:** Students must identify the task and determine the resources needed.	**Benchmark 1**, End of Grade 8: Define the problem. **Benchmark 2**, End of Grade 8: Identify the types of information needed. **Benchmark 3**, End of Grade 8: Evaluate and select appropriate resources.	**1.A.** formulate steps needed to solve the problem or task **1.B.** paraphrase task **1.C.** broaden or narrow topic **1.D.** identify keywords **1.E.** list information requirements of the task **2.A**. identify possible resources to solve the problem or task (e.g., encyclopedias, maps, atlas, almanacs, periodicals, newspapers, Web sites, nonfiction books, personal interviews, audio files, video files, community resources, databases) **2.B.** use primary and secondary sources **2.C.** identify useful resources **3.A.** identify appropriately current resources **3.B.** identify point of view and bias in resources **3.C.** appraise authority and usefulness of resources **3.D**. select the best resources	**Benchmark 1**, paraphrase, keywords, guidance **Benchmark 2**, print sources, nonprint sources, primary sources, secondary sources, task definition **Benchmark 3** authority, bias, point of view, appropriately current, location and access	Formative	assignment grades feedback forms self-assessments

Correlation to the Montana Common Core Standards for English Language Arts/Literacy and Mathematical Practices

English Language Arts/Literacy	Mathematical Practices
Grade Level Standards for Writing **Research to Build and Present Knowledge** 7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. Include sources and/or topics by and about American Indians 8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. **Grade Level Standards for Speaking and Listening** **Comprehension and Collaboration** **1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. 1a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. 1b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. 1c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. 1d. Acknowledge new information expressed by others and, when warranted, modify their own views. **2.** Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. **3.** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	1. Makes sense of problems and persevere in solving them. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics.

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Standard 1 Performance Rubrics

Criteria (Benchmark)	Novice	Nearing Proficiency	Proficient	Advanced
1. Define the problem	A. struggle to formulate questions or steps needed to solve the problem or task B. struggle to paraphrase task C. struggle to broaden or narrow topic D. list minimal keywords related to the topic E. list minimal information requirements of the task	A. formulate basic questions or steps needed to solve the problem or task B. paraphrase task with limited skill C. broaden or narrow topic with limited skill D. list some keywords related to the topic E. list some information requirements of the task	A. formulate steps needed to solve the problem or task B. paraphrase task C. broaden or narrow topic D. list keywords related to the topic E. list information requirements of the task	A. formulate complex questions or steps needed to solve the problem or task B. concisely paraphrase task C. recognizes the need to broaden or narrow topic adeptly D. list a comprehensive set of keywords related to the topic E. completely list information requirements of the task
2. Identify information resources needed.	A. rely on a single source B. rely mostly on secondary sources C. select resources with limited usefulness	A. use limited range of resources B. sometimes distinguish differences between primary and secondary sources C. sometimes identify and defend the usefulness of resources	A. identify a variety of resources B. use primary and secondary sources C. identify and defend usefulness of resources selected	A. identify and makes connections between a variety of resources B. use unique primary and secondary sources relative to task C. identify and defend unique elements of resources selected
3. Evaluate and select appropriate resources.	A. identify appropriately current resources with minimal success B. recognize some language of bias or point of view C. overlook authority and usefulness of resources D. rely on a single resource regardless of topic	A. identify appropriately current resources with some errors B. recognize language of bias or point of view C. inconsistently judge authority and usefulness of resources D. select some useful resources	A. identify appropriately current resources B. identify point of view and bias in resources C. judge authority and usefulness of resources D. select the best resources	A. select appropriately current resources B. identify and compare points of view and bias in resources C. analyze authority and usefulness of resources D. select both standard and innovative resources

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Month	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
November	**Standard 2**: Students will locate sources, use information and present findings.	**Benchmark 1,** End of Grade 8: Locate multiple resources using search tools. **Benchmark 2**, End of Grade 8: Evaluate resources. **Benchmark 3,** End of Grade 8: Locate information within multiple resources. **Benchmark 4**, End of Grade 8: Extract information from multiple resources needed to solve the problem. **Benchmark 5**, End of Grade 8: Organize and manage information to solve the problem. **Benchmark 6**, End of Grade 8: Create a product that presents findings.	**1.A.** utilize library facility **1.B.** use a variety of available search tools and methods (e.g., library catalog, indexes, search engines, subject directory, Boolean searches, digital databases, library personnel) **1.C.** use search techniques to locate resources (e.g., keywords, Boolean/limiters, phrase, title, author and subject) **1.D.** locate resources (e.g., call number, URL, link) **2.A.** identify point of view and bias in resources **2.B.** judge usefulness of resources (relevant, appropriate, detail, currency, authority and bias) **3.A.** use glossaries and tables of contents **3.B.** use print and digital indexes (e.g., subject directory) **3.C.** identify keywords and keyword phrases by skimming and scanning **3.D.** record location of information within resources **4.A.** read, listen and view with purpose to accomplish task **4.B.** summarize and paraphrase relevant information **4.C.** cite each source **4.D.** use note taking to transfer information **5.A.** arrange information into a format to accomplish task (e.g., outlines, graphic organizers) **6.A.** construct a product that meets task criteria and is audience appropriate **6.B.** present final product in appropriate format	**Benchmark 1,** subject directory, Boolean search, database, URL, Web address, link, location and access **Benchmark 2**, relevant, appropriate, detail, currency, authority and bias, information seeking strategies **Benchmark 3,** keyword phrase, skimming, scanning, subject directory, information seeking strategies **Benchmark 4**, read with purpose, summarize, paraphrase, use of information solve the problem. **Benchmark 5**, outlines, graphic organizers, organization: sequence, alphabetical, chronological, cause/effect, etc., synthesis **Benchmark 6**, synthesis	Formative	assignment grades feedback forms self-assessments

Correlation to the Montana Common Core Standards for English Language Arts/Literacy and Mathematical Practices

English Language Arts/Literacy	Mathematical Practices
Grade Level Standards for Reading **Key Ideas and Details** **1.** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. 3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). **Craft and Structure** 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. 5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. **Integration of Knowledge and Ideas** **7.** Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). **8.** Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. Include texts by and about American Indians. **9.** Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. Include texts by and about American Indians. **Grade Level Standards for Writing** **Text Types and Purposes** 1. Write arguments to support claims with clear reasons and relevant evidence. 1a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. 1b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources, including oral sources, and demonstrating an understanding of the topic or text. 1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons,	1. Makes sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 5. Use appropriate tools strategically. 6. Attend to precision.

English Language Arts/Literacy	Mathematical Practices
and evidence.	

and evidence.
1d. Establish and maintain a formal style.
1e. Provide a concluding statement or section that follows from and supports the argument presented.
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
2a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
2c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
2e. Establish and maintain a formal style.
2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
3a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
3b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
3c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
3e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Production and Distribution of Writing
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.(Grade-specific expectations for writing types are defined in standards

English Language Arts/Literacy	Mathematical Practices
1-3.) **Research to Build and Present Knowledge** 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 9a. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). 9b. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). **Range of Writing** 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **Grade Level Standards for Speaking and Listening** **Comprehension and Collaboration** **1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. 1a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. 1b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. 1c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. 1d. Acknowledge new information expressed by others and, when warranted, modify their own views. **2.** Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. **Presentation of Knowledge and Ideas** **4.** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	

English Language Arts/Literacy	Mathematical Practices
5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. **6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)	

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Standard 2 Performance Rubrics

Criteria (Benchmark)	Novice	Nearing Proficiency	Proficient	Advanced
1. Locate multiple resources using search tools	A. identify distinct areas of library/media facility B. have a general sense of available search tools C. use one preferred search technique D. locate one resource.	A. identify and attempt to utilize library/media facility B. use multiple search tools with mistakes C. experiment with a variety of search techniques D. return to previously used resource	A. utilize library/media facility B. use multiple search tools and methods C. use search techniques to locate resources D. locate resources	A. utilize library/media facility competently B. independently use multiple search tools and methods C. use search techniques to locate resources D. locate resources
2. Evaluate resources	A. be influenced by point of view and bias in resources as if fact B. use a single criterion to evaluate the usefulness of resources (currency or appropriate or detail, etc.)	A. identify the differences between point of view, bias, and fact B. attempt to evaluate the usefulness of a resource with multiple criteria (relevant, appropriate, detail, currency, authority and bias)	A. identify point of view and bias in resources B. judge usefulness of resources (relevant, appropriate, detail, currency, authority and bias)	A. discuss statements of bias and point of view B. judge usefulness of resources (relevant, appropriate, detail, currency, authority and bias)
3. Locate information within multiple resources	A. use glossaries and tables of contents without complete understanding B. locate print and digital indexes C. rely on single reading strategy to locate information D. rely on structured format to record location of information	A. use glossaries and tables of contents with some errors B. use multiple print and digital indexes with inaccuracies C. demonstrate general understanding of locating keywords and keyword phrases D. independently record location of information with limited detail	A. use glossaries and tables of contents B. use multiple print and digital indexes C. identify keywords and keyword phrases by skimming and scanning D. record location of information within resources	A. use glossaries and tables of contents B. demonstrate understanding of index organization to locate information C. applies skimming and scanning to an entire resource (text, graphics, charts, etc.) to locate information D. apply systematic organization skills to record location of information
4. Extract information from multiple resources needed to solve the problem	A. rely on single mode (read or listen or view) to extract information from resources provided B. relies on one method of restating information C. cite each source in a simplified, structured template D. transfer incomplete information with inconsistent note-taking	A. develop awareness of multiple modes to extract information from available resources B. evaluate examples of summarizing and paraphrasing C. cite each source with format errors D. transfer information through note-taking with mistakes	A. read, listen and view with purpose to accomplish task B. summarize and paraphrase relevant information C. cite each source D. use note-taking to transfer information	A. read, listens, and views multiple resources with purpose to accomplish task B. summarize and paraphrase relevant information C. cite each source according to a prescribed format. (MLA, APA, Chicago.) D. organize information for meaning and accessibility during note-taking
5. Organize and manage information to solve the problem.	A. rely on structured organizational tools	A. will attempt multiple organizational tools but commonly returns to a preferred format	A. arrange information into a format to accomplish task (e.g., outlines, graphic organizers)	A. select appropriate organizational tool to accomplish task
6. Create a product that presents findings.	A. construct a product limited to either task criteria or audience B. present a final product without regard of appropriate format	A. construct a product that meets task criteria and is audience appropriate with some errors B. present a final product with an attempt to follow the appropriate format	A. construct a product that meets task criteria and is audience appropriate B. present final product in appropriate format	A. construct an original product that exceeds task criteria and is audience appropriate B. present creative and/or sophisticated final product in appropriate format

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Month	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
December	**Standard 3**: Students will evaluate the product and learning process.	**Benchmark 1,** End of Grade 8: Assess the quality and effectiveness of the product. **Benchmark 2,** End of Grade 8: Evaluate how the process met the need for information.	**1.A.** evaluate product's strengths and weaknesses according to task criteria **1.B.** critique final product (e.g., self, teacher, peers) **1.C.** identify areas for improvement of the product **2.A.** examine task completion process (e.g., self-regulation, time management, etc.) **2.B.** identify areas for improvement in the process	**Benchmark 1,** evaluation **Benchmark 2,** self-regulation, time management, peer evaluation, evaluation	Formative	assignment grades feedback forms self-assessments

Correlation to the Montana Common Core Standards for English Language Arts/Literacy and Mathematical Practices

English Language Arts/Literacy	Mathematical Practices
Grade Level Standards for Writing **Production and Distribution of Writing** **5.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.(Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.) **Range of Writing** 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **Grade Level Standards for Speaking and Listening** **Comprehension and Collaboration** **3.** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	1. Makes sense of problems and persevere in solving them. 8. Look for and express regularity in repeated reasoning.

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Standard 3 Performance Rubrics

Criteria (Benchmark)	Novice	Nearing Proficiency	Proficient	Advanced
1 Assess the quality and effectiveness of the product	A. evaluate product strengths and weaknesses without regard to task criteria B. trust authority of teacher or peer evaluation of product. C. have a general sense that product could be improved	A. evaluate product's strengths and weaknesses with limited consideration of task criteria B. critique final product (e.g., self, teacher, peers) with assistance C. recognize differences in quality between products.	A. evaluate product's strengths and weaknesses according to task criteria B. critique final product C. identify areas for improvement of the product	A. evaluate product's strengths and weaknesses according to task criteria throughout the process B. uses guidelines to debate differences in self-evaluation and teacher/peer evaluations of product C. reflect on ways to improve product in novel situations
2. Evaluate how the process met the need for information	A. identify elements of task completion process with no future projections for improvement B. identify steps in the process with limited understanding of strengths or weaknesses in a given step	A. present confusing statements or facts about the task completion process B. recognize need for improvement in the process	A. examine task completion process B. identify areas for improvement in the process	A. self-critique and reflect upon task completion process B. identify areas for improvement in future application of the process

Month	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
January	Review and Assessment				Interim: TRAILS	TRAILS report

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Month	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
February and March	**Standard 4:** Students will use information safely, ethically and legally.	**Benchmark 1**, End of Grade 8: Legally obtain, store and disseminate text, data, images or sounds. **Benchmark 2,** End of Grade 8: Appropriately credits ideas and works of others. **Benchmark 3,** End of Grade 8: Participate and collaborate in intellectual and social networks following safe and accepted practices.	**1.A.** recognize the elements that comprise intellectual property **1.B.** recognize current laws and policies regarding information use (e.g., plagiarism, copyright, creative commons, fair use, public domain) **2.A.** use paraphrasing and summarizing correctly **2.B.** produce components for a citation format (e.g., MLA, APA) **2.C.** credit the intellectual property of others (e.g., video, music, Web site, audio, digital, artwork, photography, interview, presentations) **2.D**. adhere to copyright laws (e.g., fair use, creative commons, plagiarism, public domain) **3.A.** use appropriate netiquette in various online settings (e.g., cyber bullying, data vandalism, online manners and protocol) **3.B**. follow Acceptable Use Policy (AUP) **3.C.** describe safe practices in social network and online settings **3.D.** collaborate and participate effectively within a safe, social environment (e.g., group work, public spaces, face to face)	**Benchmark 1**, intellectual property, plagiarism, copyright, creative commons, fair use, public domain, location and access, use of information. **Benchmark 2,** cite, MLA, APA, task definition, use of information, synthesis **Benchmark 3,** netiquette, cyber bullying, data vandalism, AUP, social network, task definition, use of information, synthesis	Formative	assignment grades feedback forms self-assessments

Correlation to the Montana Common Core Standards for English Language Arts/Literacy and Mathematical Practices

English Language Arts/Literacy	Mathematical Practices
Grade Level Standards for Writing **Text Types and Purposes** 1. Write arguments to support claims with clear reasons and relevant evidence. 1a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. 1b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources, including oral sources, and demonstrating an understanding of the topic or text. 1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. 1d. Establish and maintain a formal style. 1e. Provide a concluding statement or section that follows from and supports the argument presented. 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 2a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. 2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. 2c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. 2d. Use precise language and domain-specific vocabulary to inform about or explain the topic. 2e. Establish and maintain a formal style. 2f. Provide a concluding statement or section that follows from and supports the information or explanation presented. 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 3a. Engage and orient the reader by establishing a context and point of view and introducing a narrator	1. Makes sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics 5. Use appropriate tools strategically. 6. Attend to precision.

English Language Arts/Literacy	Mathematical Practices
and/or characters; organize an event sequence that unfolds naturally and logically. 3b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. 3c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. 3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. 3e. Provide a conclusion that follows from and reflects on the narrated experiences or events. **Production and Distribution of Writing** 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.(Grade-specific expectations for writing types are defined in standards 1-3.) 6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. **Research to Build and Present Knowledge** 7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. Include sources and/or topics by and about American Indians. 8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. **Research to Build and Present Knowledge** 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 9a. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). 9b. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").	

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Standard 4 Performance Rubrics

Criteria (Benchmark)	Novice	Nearing Proficiency	Proficient	Advanced
1. Legally obtain, store and disseminate text, data, images or sounds	A. define property with limited understanding of its application to intellectual material B. demonstrate beginning understanding of current laws and policies regarding information use	A. demonstrate understanding of ownership as applied to intellectual material B. attempt to follow current laws and policies regarding information use	A. recognize the elements that comprise intellectual property B. recognize current laws and policies regarding information use	A. define the elements that comprise intellectual property B. develop systems and habits to effectively apply current laws and policies regarding information use
2. Appropriately credits ideas and works of others	A. rely on one method of restating information B. produce components for a citation format with a template C. credit the intellectual property of others using a simplified, structured template. D. define copyright laws	A. accurately restate information according to a model B. produce components for a citation format with some errors C. credit the intellectual property of others, but with errors D. attempt to follow copyright laws	A. use summarizing and paraphrasing correctly B. produce components for a citation format C. credit the intellectual property of others D. adhere to copyright laws	A. use summarizing, paraphrasing and direct quotes correctly B. produce components for a citation format with self-correction C. explore online tools to credit the intellectual property of others according to a prescribed format. (MLA, APA, Chicago.) D. adhere to copyright laws
3. Participate and collaborate in intellectual and social networks following safe and accepted practices	A. recognizes and identifies rules of netiquette in various online settings B. identify elements and purpose of an Acceptable Use Policy (AUP) and attempt to follow it C. define terms related to safe practices in social network and online settings D. define elements of collaboration and safe social environment	A. inconsistently uses appropriate netiquette in various online settings B. follow Acceptable Use Policy (AUP) with occasional lapses C. describe safe practices in social network and online settings D. describe characteristics of effective collaboration and what makes a safe social environment	A. use appropriate netiquette in various online settings B. follow Acceptable Use Policy (AUP) C. describe safe practices in social network and online settings D. collaborate and participate effectively within a safe, social environment	A. demonstrate a clear awareness of the risks and responsibilities in using appropriate netiquette in various online settings B. follow Acceptable Use Policy (AUP) C. interpret reasons for safe practices in social network and online settings D. facilitate effective collaboration and participation within a safe, social environment

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Month	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
April	**Standard 5:** Students must pursue personal interests through literature and other creative expressions.	**Benchmark 1,** End of Grade 8: Use and respond to a variety of print and digital formats for pleasure and personal growth. **Benchmark 2,** End of Grade 8: Use and respond to a variety of genres for pleasure and personal growth. **Benchmark 3,** End of Grade 8: Analyze and respond to multiple resources and creative expressions from diverse cultures, including Montana American Indians. **Benchmark 4,** End of Grade 8: Access and use libraries and other information environments to find information for personal use and to make connections to resources beyond the school library.	**1.A.** express areas of interest **1.B.** locate and select a variety of resources in interest areas **1.C**. explore a variety of formats with guidance **1.D.** express and defend opinion on selected resource **2.A.** compare and contrast the characteristics of various genres **2.B.** select resources in various genres **2.C.** explain and justify preferred genre **3.A.** explore how the elements of culture impact creative expression (e.g., religion, family, nationality) **3.B.** recognize an author's cultural bias with guidance **3.C.** recognize the diversity of cultural expression **4.A.** access and use a variety of available digital resources **4.B.** locate and use community resources (e.g., museums, community members, organizations, government resources) **4.C.** access and use interlocal and/or intralocal resources (e.g., public libraries, other school libraries, bookmobile, infomobile, interlibrary loan)	**Benchmark 1,** task definition, use of information, synthesis **Benchmark 2,** task definition, use of information, synthesis **Benchmark 3,** creative expression, cultural bias, location and access, use of information **Benchmark 4,** interlocal, intralocal, digital resources, Interlibrary loan (ILL), information seeking strategies, location and access, use of information, synthesis	Formative	assignment grades feedback forms self-assessments

Correlation to the Montana Common Core Standards for English Language Arts/Literacy and Mathematical Practices

English Language Arts/Literacy	Mathematical Practices
Grade Level Standards for Reading **Craft and Structure** **6.** Determine an author's point of view or purpose in a text, including those by and about American Indians, and analyze how the author distinguishes his or her position from that of others. **Range of Reading and Level of Text Complexity** **10.** By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. **Grade Level Standards for Writing** **Text Types and Purposes** 1. Write arguments to support claims with clear reasons and relevant evidence. 1a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. 1b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources, including oral sources, and demonstrating an understanding of the topic or text. 1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. 1d. Establish and maintain a formal style. 1e. Provide a concluding statement or section that follows from and supports the argument presented. 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 2a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. 2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. 2c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. 2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	1. Makes sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics 5. Use appropriate tools strategically. 6. Attend to precision.

English Language Arts/Literacy	Mathematical Practices
2e. Establish and maintain a formal style.	
2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	
3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	
3a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	
3b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	
3c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	
3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	
3e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	
Production and Distribution of Writing	
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)	
Research to Build and Present Knowledge	
7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. Include sources and/or topics by and about American Indians.	
8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	
9a. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").	
9b. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and	

English Language Arts/Literacy	Mathematical Practices
specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). **Grade Level Standards for Speaking and Listening** **Comprehension and Collaboration** **3.** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	

Standard 5 Performance Rubrics

Criteria (Benchmark)	Novice	Nearing Proficiency	Proficient	Advanced
1. Use and respond to a variety of print and digital formats for pleasure and personal growth	A. explore areas of interest B. seek help to identify new resources C. repeatedly select a single resource D. be influenced by other opinions	A. select areas of interest B. explore resources with limited success C. experiment with a limited number of formats D. begin to formulate an opinion on selected resources	A. express areas of interest B. locate and select a variety of resources in interest areas C. explore a variety of formats with guidance D. express and defend opinion on selected resource	A. express and justify areas of interest with examples B. easily correlate a variety of resources with interest areas C. experiment with a variety of formats D. express and defend opinion on selected resources with relevant examples
2. Use and respond to a variety of genres for pleasure and personal growth	A. identify characteristics of different genres B. repeatedly select a single genre C. explain with limited detail their preferred genre	A. list detailed examples of various genres B. occasionally select material outside their preferred genre C. experiments with opinions regarding various genres	A. compare and contrast the characteristics of various genres B. select resources in various genres C. explain and justify preferred genre	A. draw connections between a variety of genres B. select resources in various genres C. engage others in dialog about various genres
3. Analyze and respond to multiple resources and creative expressions from diverse cultures, including Montana American Indians	A. explore samples of creative works from diverse cultures B. define cultural perspective C. identify elements of cultural expression in isolation	A. find elements of culture in a creative work B. define cultural perspective with some examples C. identify and discuss similarities in cultural expression	A. explore how the elements of culture impact creative expression B. recognize an author's cultural perspective C. recognize the diversity of cultural expression	A. relate how the elements of culture impacts creative expression B. independently identify statements of an author's cultural perspective C. compare and contrast the diversity of cultural expression
4. Access and use libraries and other information environments to find information for personal use and to make connections to resources beyond the school library	A. attempt information access from digital resources with limited success B. demonstrate limited awareness of community resources C. seldom access or use interlocal and intralocal resources	A. rely on a single digital resource for task B. consider use of community resources C. sporadically access and use interlocal and intralocal resources	A. access and use a variety of digital resources B. locate and use community resources C. access and use interlocal and/or intralocal resources	A. distinguish best digital resource for task B. select appropriate community resource to complete quest for knowledge C. evaluate usefulness of intralocal and interlocal resources

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May/June	Culminating Projects and Assessment				Summative: TRAILS	TRAILS report

Indian Education for All Resources

In addition to providing alignment to the Montana Common Core Standards for Mathematical Practices and the English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, this guide provides a list of suggested Indian Education for All resources. The lists are not exhaustive or complete, but they suggest rich information and context for students to build awareness of the Essential Understandings Regarding Montana Indians and make connections to Montana's cultural heritage. Complete lists of materials provided to schools by the OPI Indian Education Division can be found on the OPI Web site at:
http://www.opi.mt.gov/Programs/IndianEd/IEFAResources.html#gpm1_2.

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